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Intended for use by students at any level above grade 5, this practice book helps students master fundamental grammar concepts and avoid grammar errors commonly made in speaking and writing. The book emphasizes correct sentence structure and clarity of expression. The book includes editing and proofreading exercises and a section on capitalization and punctuation. The book is self-paced so that students may use it independently, and answers are provided for exercises so that students can check on their own work. Readability of the book has been carefully controlled for younger students, but the approach and design of the book make it useful for older students or students who speak English as a second language. (RS)

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Practice Book E

Sentences—Fragments and Run-ons

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Agreement

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Usage

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Avoiding Common Errors

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GRAMMAR

Practice Book E

Sentences—Fragments and Run-ons
Agreement • Usage
Avoiding Common Errors

Authors: Molly Rodgers
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CS 21445

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INTRODUCTION

Grammar is the science of language. It is the tool with which students refine and perfect their working knowledge of language. Knowing the basics of grammar allows them to speak and write according to accepted norms. They learn to use words correctly, according to established rules of standard usage. This knowledge can then be applied to all written and spoken communication.

This practice book not only helps students master fundamental grammar concepts but also enables them to avoid grammar errors commonly made in speaking and writing. Students learn and practice the correct use of nouns, pronouns, verbs, adverbs, adjectives, prepositions, and conjunctions. Emphasis is given to correct sentence structure and clarity of expression. Editing and proofreading exercises allow students to recognize grammatical errors in sentences and correct them according to the principles they have learned. A section on capitalization and punctuation reinforces students' knowledge of the mechanics of writing.

Grammar Practice Book E is intended for use by students at any level above Grade 5. Readability has been carefully controlled for younger students, but the approach and design make the book useful for older, language-delayed students or students who speak English as a second language.

The book may be used in the classroom as a supplement to a basal program. Or it may be used at home by students who need practice. The book is self-paced so that students can use it independently. Answers are provided in the back of the book so students can check their own work.

Pages build confidence through immediate success; the size of the page is "student-friendly," not intimidating. Occasional check-up exercises are provided to remind students to check their work. They have an opportunity to revise their answers before checking the answer page. Helpful hints and clues assist students in completing the page.

Students using the Essential Learning Products *Grammar Practice Books* have the opportunity to gain a practical knowledge of standard speech patterns, increase self-esteem upon successful completion, and improve their performance on the grammar and usage sections of standardized tests.

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SENTENCES

A sentence is a group of words that expresses a complete thought. Always begin a sentence with a capital letter. There are four kinds of sentences.

A statement, or *declarative sentence,* tells something. It ends with a period.

Sand is the main ingredient in glass.

A question, or *interrogative sentence,* asks something. It ends with a question mark.

How many kinds of glass are there?

An exclamation, or *exclamatory sentence,* shows surprise or strong feeling. It ends with an exclamation point.

Safety glass is so strong!

A command, or *imperative sentence,* gives an order or makes a request. It ends with a period.

Look at this colored glass.

A command may end with an exclamation point if it shows strong feeling.

Be careful of the broken glass!

Write **S** for *statement*, **Q** for *question*, **E** for *exclamation*, or **C** for *command* after each sentence. Write the correct mark at the end of each sentence.

1. Think of the many uses of glass _____
2. Can you name twenty items made of glass _____
3. Special treatments make glass unusually strong _____
4. Tempered glass is so hard to break _____
5. How is it made _____
6. It is heated and then chilled very suddenly _____

Check Your Work

Did you remember what the four kinds of sentences are? Did you remember what mark to write at the end of each? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 6.**
- ☐ **No** **Go back to page 4 and check again.**

SENTENCES

A *sentence fragment* is a group of words that does not express a complete thought.

A trivia game in class.

This is not a sentence because it does not tell you anything about the trivia game in class. You can correct a sentence fragment by adding words to make a complete thought.

We played a trivia game in class.

Write **S** if the group of words is a sentence. Write **F** if it is a fragment.

1. Baseball my best subject. _____
2. A question about a baseball hero. _____
3. What was Babe Ruth's real name? _____
4. Think about it for a few minutes. _____
5. Might know the answer. _____
6. Jill raised her hand. _____

Rewrite each sentence fragment as a complete sentence.

1. The hardest question of the day.

_____

2. About characters in comic books.

_____

3. Can ask me any question.

_____

4. The name of Superman's home planet?

_____

5. Not a very hard question.

_____

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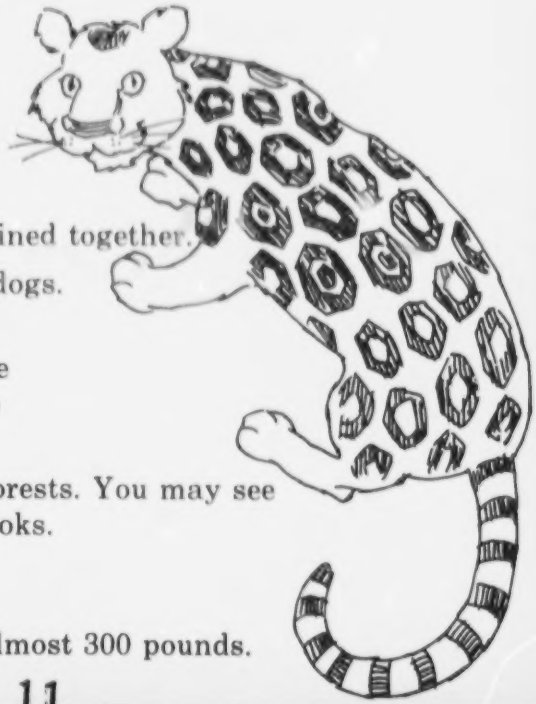
SENTENCES

A sentence has two parts: a naming part, or *subject*, and a telling part, or *predicate*.

A *simple* sentence has one subject and one predicate.

subject	predicate
Jaguars	are fierce animals.



A *compound* sentence is two or more simple sentences joined together.

Jaguars are fierce animals, *but* they are afraid of dogs.

Notice that the two simple sentences are joined by the word *but* and that there is a comma after the first simple sentence. Other words that can join simple sentences are *and* and *or*.

Jaguars are fierce animals, *and* they live in rain forests. You may see jaguars in zoos, *or* you may read about them in books.

You can also use a semicolon (;) to join sentences.

A male jaguar is about eight feet long; it weighs almost 300 pounds.

Write **S** if the sentence is a simple sentence. Write **C** if the sentence is a compound sentence.

1. Jaguars live in the rain forests. _____
2. They climb trees, and they jump down on their prey. _____
3. A jaguar and a leopard look very much alike. _____
4. Leopards live in Asia and Africa, but jaguars live in Central and South America. _____
5. Both are ferocious creatures; they feed on smaller animals. _____
6. The leopard's coat is tan, and it has dark spots all over it. _____

Check Your Work

Did you remember the difference between a simple sentence and a compound sentence?

- ☐ **Yes** **Go on to page 10.**
- ☐ **No** **Go back to page 8 and check again.**

Use a semicolon or the words *and, or, but* to join simple sentences.

Combine each pair of sentences. Write compound sentences.

Example: Bears are active in warm weather.
They sleep most of the winter.
Bears are active in warm weather,
but they sleep most of the winter.

1. The winter nap is called hibernating. It helps the animals survive the cold weather.

2. The animals grow fat during the summer. The fat keeps them warm in the winter.

A *run-on* sentence is a sentence error.
It is two or more sentences that should be written separately or as a compound sentence.

The legend of the Lone Ranger is well known he was a hero of the Old West.

You can correct a run-on sentence in one of these ways:

- Add a semicolon.

  The legend of the Lone Ranger is well known; he was a hero of the Old West.

- Make it a compound sentence. Add a conjunction and a comma.

  The legend of the Lone Ranger is well known,
  and he was a hero of the Old West.

- Break the run-on into two sentences.

  The legend of the Lone Ranger is well known. He was a hero of the Old West.

SENTENCES

Correct each run-on sentence by making it a compound sentence or by adding a semicolon.

1. Sherlock Holmes was a famous detective in fiction he was a master at disguises.

2. Dr. Watson was his assistant together they solved more than sixty crimes.

3. Sir Arthur Conan Doyle was the author of the stories about Holmes the character of Dr. Watson is based on Doyle himself.

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Correct each run-on sentence by breaking it into two simple sentences. Write the sentences.

1. Kurt loves mystery novels by Agatha Christie his favorite is Death on the Nile.

2. The Belgian detective Hercule Poirot appears in many of Christie's novels another of her main detectives is Miss Marple.

3. In her career Agatha Christie wrote 66 detective novels her books have been translated into many other languages.

SUBJECTS AND PREDICATES

The *subject* of a sentence tells who or what the sentence is about.

The third U.S. President was Thomas Jefferson.

The *complete subject* is all the words in the subject.

The *simple subject* is the most important word in the complete subject. It is usually a noun or a pronoun.

complete subject
simple subject
The third U.S. *President* was Thomas Jefferson.

The simple subject and the complete subject can be the same.

Democracy flourished under his leadership.

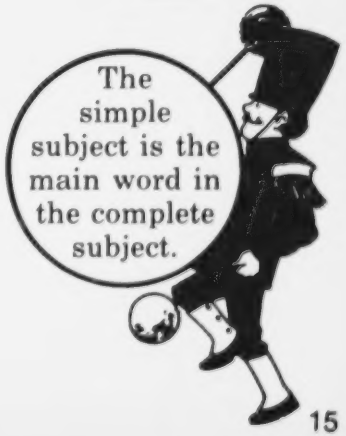
He supported freedom for all Americans.

You do not see the subject in an imperative sentence, or command. The subject is *you,* but it is not written. It is understood that *you* is the subject. So, for imperative sentences, the subject is *you* (understood).
(You) Find out more about this amazing man.

Underline the complete subject in each sentence.
Circle the simple subject.

1. Admirers of Thomas Jefferson know about his many talents.
2. He was a skilled architect, inventor, and writer.
3. His home in Virginia was named Monticello.
4. Jefferson designed the red brick mansion himself.
5. The famous landmark still stands today.
6. You can see a picture of it on the back of a nickel.
7. Other inventions by Jefferson are contained in the house.
8. This impressive collection of inventions includes a revolving desk, a dumbwaiter, and a calendar clock.
9. Thomas Jefferson was a friend of John Adams.

The complete subject is all the words in the subject.

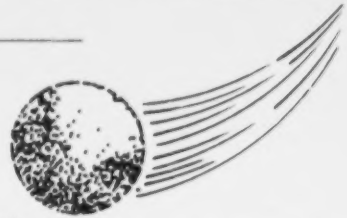


SUBJECTS AND PREDICATES

Write the simple subject in each sentence. If the subject is *you* (understood), write *you*.

Example: A shooting star is actually a meteor. *star*

1. Most meteors burn up in the earth's atmosphere. _____
2. Other meteors reach the earth. _____
3. Scientists call them meteorites. _____
4. Look at the Great Meteor Crater for an idea of a meteorite's size. _____
5. Fragments of a meteorite may explode over a large area. _____
6. Watch the sky at night for meteors and meteorites. _____



Check Your Work

Did you remember how to find the simple subject? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 17.**
- ☐ **No** **Go back to page 14 and check again.**

A *compound subject* is two or more subjects that have the same verb.

This computer and this printer are on sale.

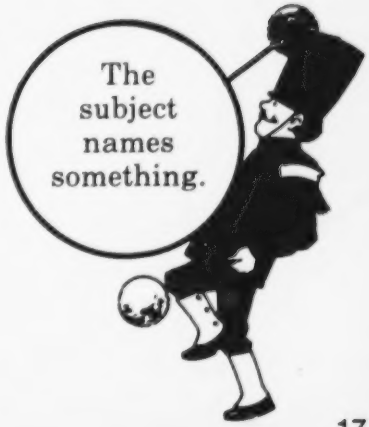
Use the words *and* or *or* to join the parts of a compound subject. If the compound subject has three or more parts, separate the parts with commas.

Computer paper, diskettes, and printer ribbons are on sale, too.

Underline the compound subject in each sentence.

Example: Katy and Jeremy are playing a computer game.

1. The joystick or the keyboard moves the pictures.
2. Adventure games and word games are my favorites.
3. The sounds and the pictures in this game are great.
4. Michael, Warren, and Andy have all played it before.
5. You and I can beat them all.



SUBJECTS AND PREDICATES

Combine each pair of sentences to make a sentence with a compound subject.

Example: Marty bought some video games. Dory bought some video games.

Marty and Dory bought some video games.

1. Computer games are fun. Video games are fun.

2. Families play them together. Friends play them together.

3. The computer is in the den. The television is in the den.

4. My brother played for one hour. Marty played for one hour.

The *predicate* is the part of the sentence that tells what the subject is or does.

Charlene *collects stamps from around the world.*

The complete predicate is all the words that tell about the subject. The *simple predicate* is the main word in the complete predicate.

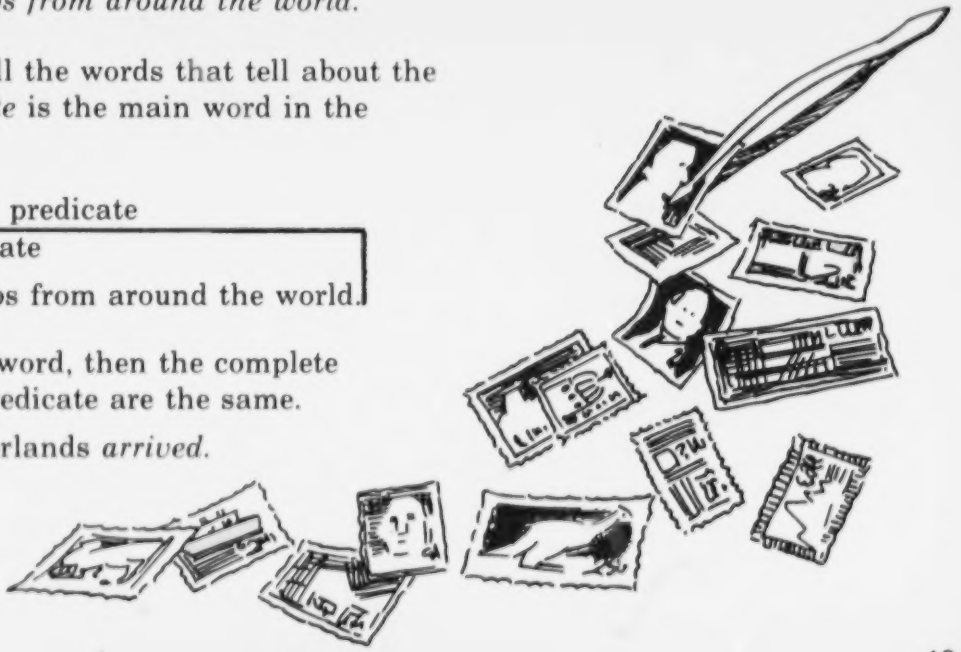
complete predicate

simple predicate

Charlene *collects* stamps from around the world.

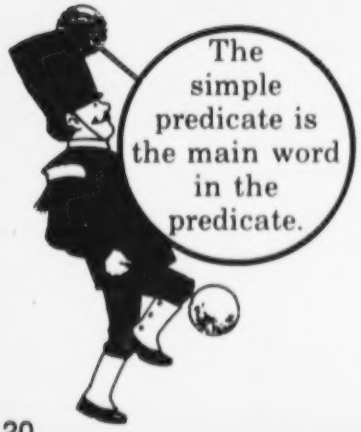
If the predicate is just one word, then the complete predicate and the simple predicate are the same.

A letter from the Netherlands *arrived.*



SUBJECTS AND PREDICATES

The complete predicate tells about the subject.



The simple predicate is the main word in the predicate.

Underline the complete predicate in each sentence.
Circle the simple predicate.

1. Stamp collecting is a popular hobby.
2. Rare stamps have great value.
3. Some stamps contain printing errors.
4. The errors increase the value of the stamps.
5. Collectors examine each stamp very carefully.
6. They compare them with pictures of stamps in a catalog.
7. Countries issue special stamps in honor of people or events.
8. Collectors keep those stamps for their future value.

Add a predicate to each subject. Write the sentence.
Example: A trip to the beach

A trip to the beach is an opportunity for collecting different shells.

1. A whole family _____

2. The ocean water _____

3. Unusual shells _____

4. Other people on the beach _____

SUBJECTS AND PREDICATES

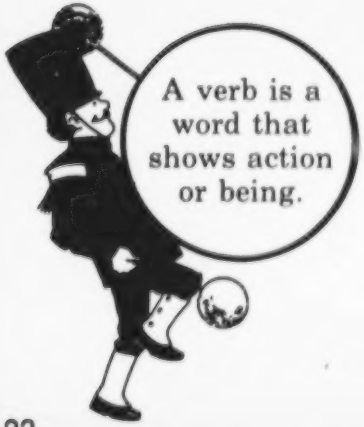
A compound predicate is two or more predicates that have the same subject.

Windmills *pump water and create electricity.*

Form a sentence with a compound predicate by combining sentences that have the same subject. Join the parts of a compound predicate with the words *and, or,* or *but.*

Windmills once seemed old-fashioned. Windmills are now practical sources of power.

Windmills once seemed old-fashioned *but* are now practical sources of power.



If the compound predicate has more than two parts, separate them with commas.

The wind *hits the blades, turns a wheel, and starts the pump.*

Join each pair of sentences to make a sentence with a compound predicate.

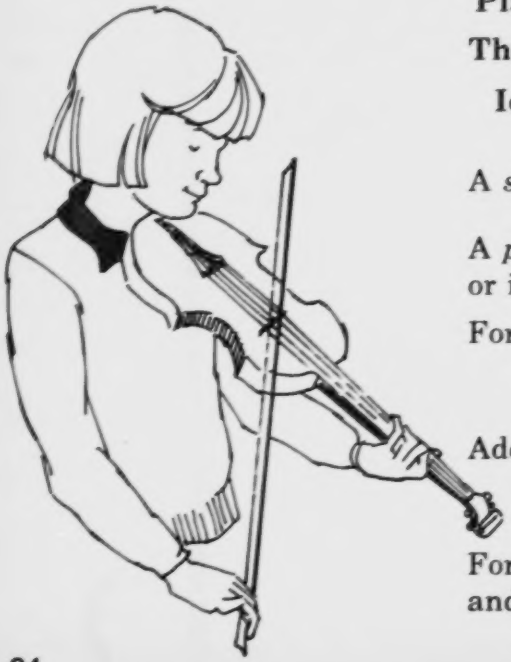
Example: Adam typed his letter on the computer. Adam saved it on a disk.

Adam typed his letter on the computer and saved it on a disk.

1. A computer organizes information. A computer performs complicated tasks.

2. Some people panic. Some people fear their computers.

3. Adam took a course in programming. Adam learned the computer languages.

NOUNS

A *noun* names a person, place, thing, or idea.

People: genius, admirer, athlete, plumber, Debbie, Charlie Brown, Mrs. Lander

Places: courthouse, balcony, hilltop, county, America

Things: headband, rehearsal, toothbrush, violin, benches

Ideas: permission, friendliness, brilliance, ability, courage

A *singular noun* names one person, place, thing, or idea.

A *plural noun* names more than one person, place, thing, or idea, and usually ends in *s* or *es*.

Form the plural of most nouns by adding *s*.

fire → fire*s* camera → camera*s*

Add *es* to nouns that end in *ch, sh, s, x,* or *z*.

ranch → ranch*es* flash → flash*es*

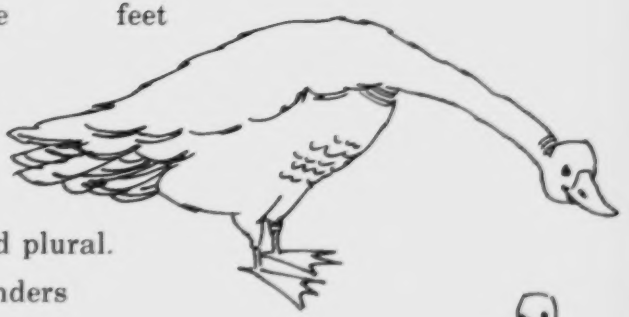
For nouns that end in a consonant and *y*, change the *y* to *i* and add *es*.

party → parties country → countries

Some nouns have unusual plural forms.

Singular:	child	man	woman	mouse	foot
Plural:	children	men	women	mice	feet

Singular:	tooth	goose	ox
Plural:	teeth	geese	oxen

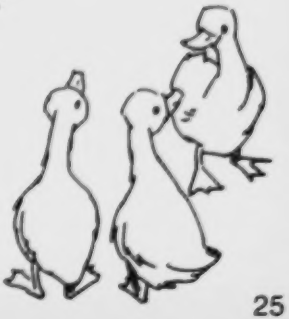


Some nouns have the same form in the singular and plural.

pants fish deer trout suspenders

For some nouns that end in *f* or *fe*, change the *f* to *v* and add *s* or *es*.

life → lives self → selves calf → calves



For nouns that are made up of two or more words, make the most important word plural.

courthouse → courthouses mother-in-law → mothers-in-law

A plural noun names more than one.

Write the plural of each noun.

1. family _____
2. son-in-law _____
3. fox _____
4. half _____
5. roof _____
6. grouch _____
7. gorilla _____
8. monkey _____
9. leaf _____
10. sidewalk _____
11. chairwoman _____
12. child _____
13. wife _____

Check Your Work

Did you remember how to form plural nouns?

- ☐ **Yes** **Go on to page 27.**
- ☐ **No** **Go back to page 25 and check again.**

NOUNS

A *common noun* names any person, place, thing, or idea.
A *proper noun* names a particular person or place and begins with a capital letter.

Common Nouns: sister state neighbor

Proper Nouns: Nancy Kentucky Mr. Kelly

Circle the proper noun in each row.

1. gardener, Grandview Avenue, operator, company
2. Mrs. Kennedy, treasurer, village, story
3. teenager, Los Angeles, author, city
4. vice-president, Veronica, manager, driver

Write a proper noun to go with each common noun. **Example:** cat *Whiskers*

1. street _____
2. dog _____
3. country _____
4. city _____
5. friend _____
6. actor _____

30

NOUNS

A *possessive noun* shows ownership or possession. Form a possessive singular noun by adding an apostrophe and the letter *s* to the noun.

the artist's brush the hippopotamus's tail

Form a possessive plural noun by adding an apostrophe after the noun.

two neighbors' lawns the riders' saddles

If a noun has an unusual plural form that does not end in *s*, add an apostrophe and *s*.

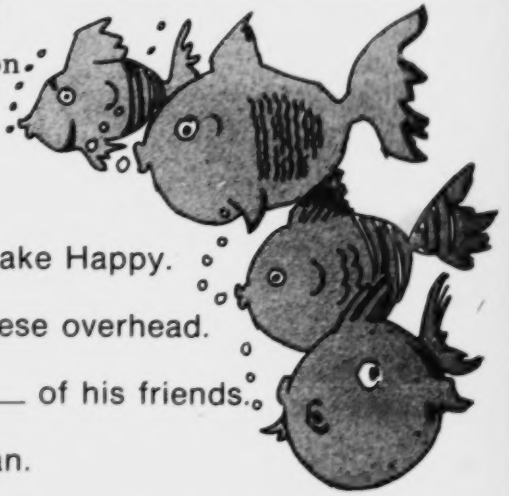
the children's clothes the women's cars

Write the possessive form of each noun. **Example:** publishers *publishers'*

1. waitress _____
2. men _____
3. Dennis _____
4. mice _____
5. Mr. Jones _____
6. hospitals _____
7. Ms. Fisch _____
8. Thomas _____
9. members _____
10. singer _____

A *collective noun* names a group of people, animals, or things. Here are some examples of collective nouns.

audience	flock	herd	crowd	group
committee	class	troop	crew	staff
school	bunch	pack	family	nation
team	swarm	company	band	set



Write a collective noun to complete each sentence.

1. The _____ of sixth-graders went to Lake Happy.
2. Some children noticed a _____ of geese overhead.
3. Jonathan went swimming with a _____ of his friends.
4. A _____ of fish swam beside Jonathan.
5. Lake Happy had a whole _____ of employees to help the children.
6. A large _____ from Brighton owned the lake.
7. Nine children formed a softball _____ .

VERBS

A *verb* shows action or being.
An action verb shows physical or mental action.

Sheets of rain *poured* off the roof. (physical action)

Nate *worried* about the leaky roof. (mental action)

A *linking verb* shows being. It links two parts of a sentence.

Ron Kent *is* a weather forecaster.

In this sentence the verb *is* is a linking verb. It shows that one thing in the sentence (Ron Kent) is the same as another (forecaster).
The verb *be* is the most common linking verb. Other linking verbs are *seem, become, feel, grow, remain, appear, look, stay.*

The sky *became* darker by the minute.

In this sentence *became* is a linking verb connecting *sky* and *darker.*

A *verb phrase* is a verb that has two or more parts: a *main verb* and a *helping verb*. The helping verb comes before the main verb.

helping verb	main verb
is	approaching

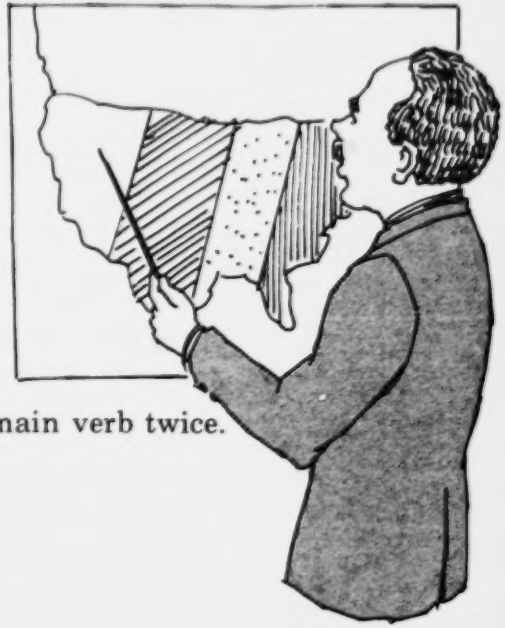
The hurricane *is approaching* the coastal areas.

The verb phrase may be interrupted by other words.

helping verb	main verb
has	told

Stan *has* not *told* me the latest news.

Helping verbs are forms of *be, have,* or *do,* or the words *will, could, would, should, can, might, may, must.*



In each sentence underline the helping verb once and the main verb twice.

Example: Mark is listening to the radio for more news.

1. Weather forecasts can save lives.
2. We should learn how to read a weather map.
3. Weather forecasters have studied the signs of upcoming weather trends.

VERBS

Verbs that show action that is happening now are called *present tense* verbs.

Present Tense

I reach	we reach
you reach	you reach
he, she, it reaches	they reach

Verbs that show action that happened some time before now are called *past tense* verbs. Form the past tense of verbs by adding *ed* to the present tense.

Past Tense

I reached	we reached
you reached	you reached
he, she, it reached	they reached

Verbs that show action that will take place some time after now are called *future tense* verbs. Form the future tense of a verb by placing the word *will* in front of the present tense form.

Future Tense

I will reach	we will reach
you will reach	you will reach
he, she, it will reach	they will reach

Irregular verbs are verbs that do not form their past tense by adding *ed*. Here are some irregular verbs.

Present Tense	Past Tense	Present Tense	Past Tense
begin	began	go	went
break	broke	know	knew
buy	bought	ring	rang
catch	caught	run	ran
come	came	say	said
cut	cut	sing	sang
do	did	stand	stood
eat	ate	take	took
feel	felt	tell	told
find	found	think	thought
get	got	win	won
give	gave	write	wrote

VERBS

Two more irregular verbs are *be* and *have*.

Be—Present Tense

I am	we are
you are	you are
he, she, it is	they are

Have—Present Tense

I have	we have
you have	you have
he, she, it has	they have

Be—Past Tense

I was	we were
you were	you were
he, she, it was	they were

Have—Past Tense

I had	we had
you had	you had
he, she, it had	they had

Circle the correct past tense form of each verb.

1. run (runned, runed, ran)
2. see (seed, sawed, saw)
3. find (finded, found, fined)
4. stand (stood, standed, stand)
5. get (getted, git, got)
6. give (gave, gived, give)
7. buy (bought, buyed, boughted)
8. think (thank, thunk, thought)
9. bring (brought, brang, brung)
10. cut (cut, cutted, cuted)
11. have (had, haved, was)
12. eat (eated, ate, et)

Check Your Work

Did you remember the past tense forms of irregular verbs?

☐ **Yes** **Go on to page 36.**

☐ **No** **Go back to pages 33 and 34 and check again.**

VERBS

When you use a helping verb and the word *not*, you can combine the two words to say or write them a shorter way. A shorter way of writing and saying words is a *contraction*. To write a contraction, write the two words together without a space, and write an apostrophe (') in place of the *o* in *not*.

did + not = didn't would + not = wouldn't have + not = haven't

do + not = don't could + not = couldn't are + not = aren't

Exceptions: will + not = won't can + not = cannot or can't am + not has no contraction

Write the contractions for these words.

1. had not _____
2. does not _____
3. will not _____
4. are not _____
5. can not _____
6. is not _____
7. were not _____
8. should not _____
9. has not _____
10. must not _____

A verb must always agree with its subject. That means if the subject is singular, the verb must be singular.
A singular verb in the present tense ends in *s*.

The beach opens in late May.

If the subject is plural, the verb must be plural.

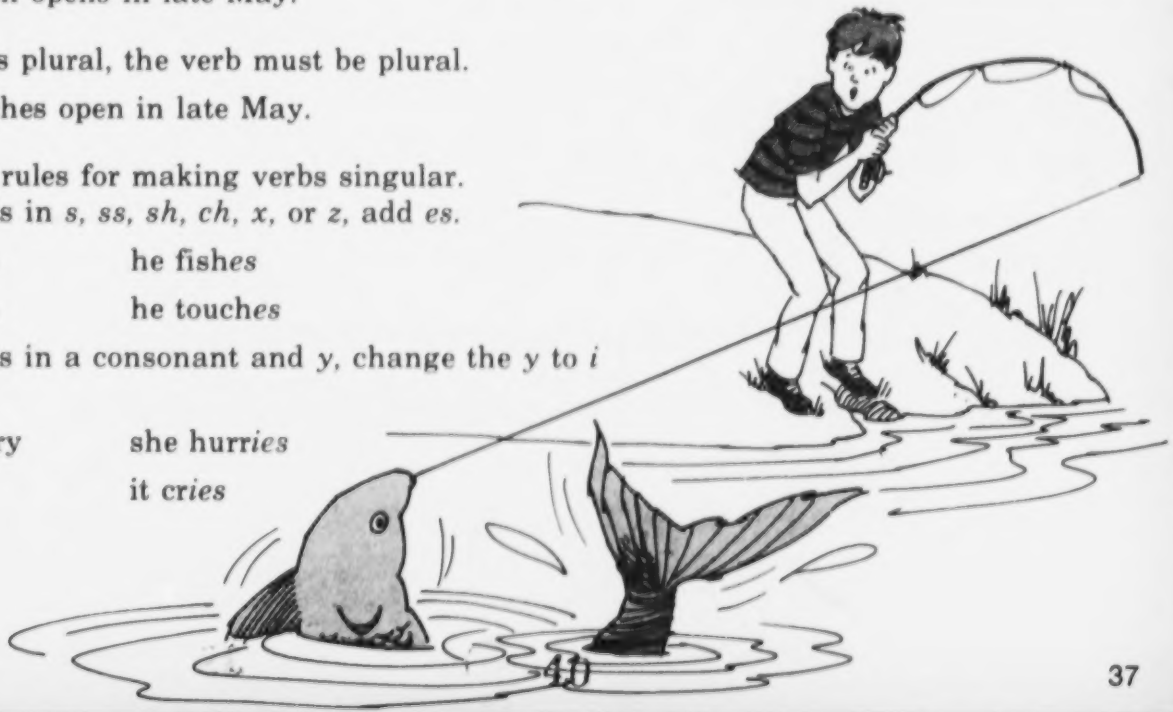
The beaches open in late May.

Here are some rules for making verbs singular.
If the verb ends in *s, ss, sh, ch, x,* or *z,* add *es.*

they fish	he fish*es*
we touch	he touch*es*

If the verb ends in a consonant and *y,* change the *y* to *i* and add *es.*

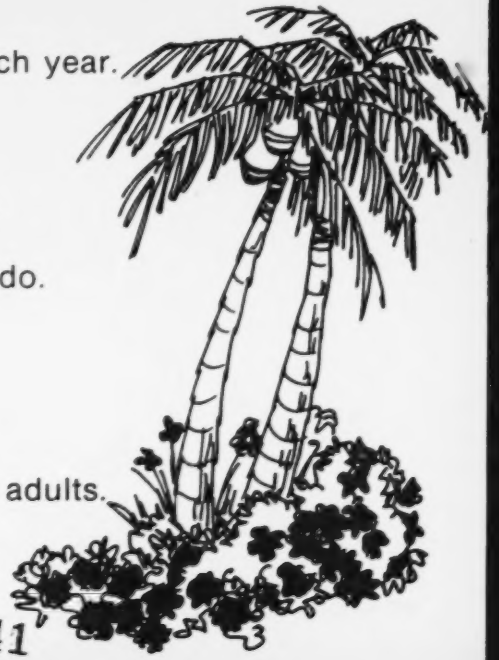
they hurry	she hurr*ies*
we cry	it cr*ies*



VERBS

Underline the correct verb to complete each sentence.

1. The Florida beaches (attract, attracts) many visitors each year.
2. The weather (are, is) warm during most of the year.
3. The sun (shine, shines) more than 200 days each year.
4. Tourists (visits, visit) the many theme parks near Orlando.
5. They (fly, flies) there from all over the world.
6. The city (relys, relies) on the tourist industry for jobs.
7. The attractions (impress, impresses) both children and adults.
8. Beautiful flowers (grows, grow) at Cypress Gardens.
9. The palm trees (sways, sway) in the gentle breeze.



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If a phrase comes between the subject and the verb, look for the simple subject. The verb must agree with the simple subject, not the noun closest to it.

The *ears* of an elephant *grow* very large.

In this sentence the verb *grow* is plural because it agrees with the simple subject, *ears*.

One of the scientists *studies* elephant tusks.

Here the singular verb *studies* agrees with the singular subject *one*.

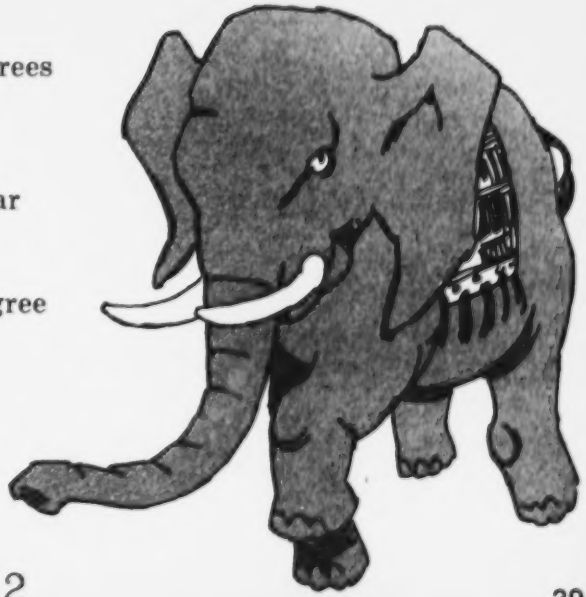
You can check to be sure that the subject and verb agree by taking out the phrase.

The ears of an elephant grow very large.

The ears grow very large.

One of the scientists studies elephant tusks.

One studies elephant tusks.



VERBS

Underline the correct verb to complete each sentence.

1. A pad under the toes (carry, carries) an elephant's weight.
2. The spongy material in the feet (swell, swells) under the weight of the elephant.
3. The creases in the lower leg (identify, identifies) each elephant.
4. The set of creases (are, is) different for each elephant.
5. The muscles of the trunk (makes, make) it strong but flexible.
6. The tusks outside the trunk (digs, dig) up the ground in a search for food.
7. The hairs on an elephant's tail (swishes, swish) away the flies.

Check Your Work

Did you remember how to find the subject of a sentence?

☐ **Yes** **Go on to page 41.**

☐ **No** **Go back to page 39 and check again.**

There are special rules for making verbs agree with compound subjects.

If the parts of a compound subject are joined by *and*, the subject is plural and takes a plural verb.

Asiatic elephants and African elephants differ greatly.

If a compound subject has two singular nouns joined by *or*, use a singular verb.

A river or lake provides a good bathing spot for an elephant.

If a compound subject has two plural nouns joined by *or*, use a plural verb.

Elephants or giraffes find their food in the treetops.

If a compound subject has a singular noun and a plural noun joined by *or*, the verb agrees with the closer noun.

The mother or other females protect the babies.

(*protect* agrees with the closer noun, *females*)

Underline the correct verb to complete each sentence.

1. Jorge and Juan (have, has) tickets to the circus.
2. The ringmaster or the clowns (leads, lead) the parade of animals.
3. The animals and the performers (march, marches) past the crowd.
4. The tightrope walker or the trapeze artist (practices, practice) high overhead.
5. The dancing bears or the trained lions (are, is) on stage next.
6. Popcorn and lemonade (tastes, taste) great at the circus.
7. The costumes and headpieces (look, looks) so elegant.

Check Your Work

Did you remember how to make verbs agree with compound subjects? Check your answers in the back of the book.

☐ **Yes** **Go on to page 43.**
☐ **No** **Go back to page 41 and check again.**

Write one of these verbs to complete each sentence. Make the verb agree with the subject.

fascinate	identify	show	represent	
come	sell	enjoy	keep	tell

Example: Animals from a different country *fascinate* everyone.

1. A polar bear or an alligator _____ unfamiliar places to some people.
2. Animals in the zoo _____ from many lands.
3. Signs in front of the cage _____ the animal and its native land.
4. Feathers or the animal's skin _____ us something about its home.
5. Children and their parents _____ feeding the animals.
6. A machine or a snack stand usually _____ food.
7. A fear of wild animals _____ some people away from the feeding area.
8. But a calm look in your eyes _____ the animal your good intentions.

DIRECT OBJECTS

A *direct object* receives the action of the verb. It can be a noun or a pronoun, and it usually comes after an action verb.

Lauren dropped her *wallet.*

Keith found *it.*

The words *wallet* and *it* receive the action of the verbs *dropped* and *found*. They are the direct objects of the verbs.

To find the direct object, you must find the verb first. Then say the verb and ask *what?* or *whom?*

Carol slammed the door.	She woke Mickey.
slammed what?	woke whom?

A sentence can have a compound direct object.

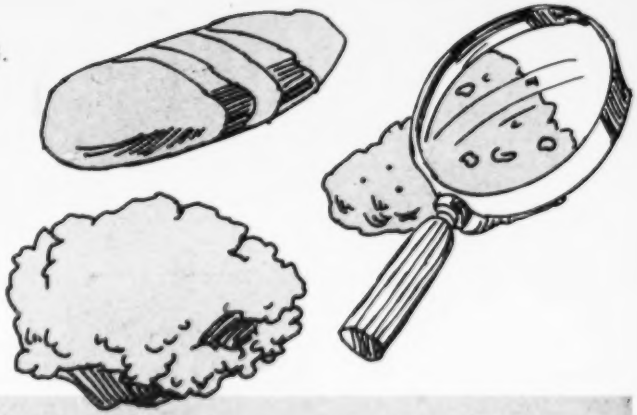
For breakfast we made *eggs* and *toast.*

Some sentences have no direct object. They may have words that tell where, when, or how.

We ate *in the kitchen.* We ate *quickly.*

In each sentence underline the verb once and the direct object twice.

1. Sam started a new hobby.
2. He collects rocks of all kinds.
3. The collection contains fifty different rocks.
4. He finds them in quarries and near cliffs.
5. Collectors examine the rocks closely.
6. They usually carry a magnifying glass.
7. Sam cleans the dirt from the rocks.



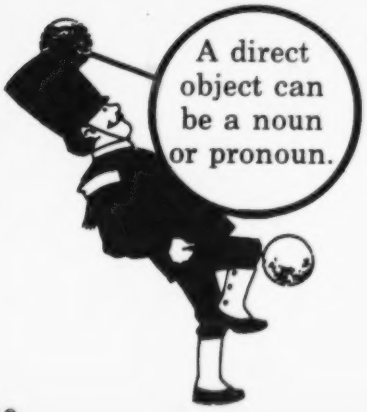
Check Your Work

Did you remember how to find the direct object in a sentence? Check your answers in the back of the book.

☐ **Yes** **Go on to page 46.**
☐ **No** **Go back to page 44 and check again.**

DIRECT OBJECTS

A direct object receives the action of the verb.



Write a direct object to complete each sentence.

1. This collection contains _____ .
2. Sandra found _____ .
3. She always carries _____ .
4. Can you identify _____ ?
5. A good collector labels _____ .
6. Your knapsack holds _____ .
7. A group of collectors studied _____ .
8. Melvin wrote _____ .
9. The collectors accepted _____ .
10. Melvin thanked _____ .

Here are some hints for finding the direct object:
In most sentences the direct object follows the verb. Sometimes other words may come between the verb and the direct object. To help you find the direct object, take out the extra words.

Bob tore his brand-new *sweatpants.*

Bob tore (his brand-new) sweatpants.

Sometimes other words or phrases may come after the direct object. Find the direct object by taking the extra words or phrases out of the sentence.

He bought a new *pair* of sweatpants yesterday.

He bought (a new) pair (of sweatpants yesterday).

Circle the direct object in each sentence.

1. These sweatpants match your blue jacket perfectly.
2. I saw some nice sneakers on sale in that store.
3. Bob took all the shopping bags to the car.
4. Then he hung his new jacket in the closet in the hall.

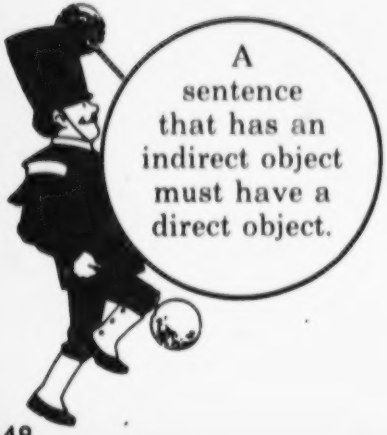
INDIRECT OBJECTS

An *indirect object* is a noun or pronoun that comes before the direct object. It tells to whom or for whom something was done.

The usher found Tim a seat by the stage.

In this sentence, the direct object is *seat.* It receives the action of the verb *found.* The indirect object, *Tim,* tells for whom the usher found the seat. Here is another way to write the sentence.

The usher found a seat by the stage *for Tim.*



These are pronouns that can be used as indirect objects.

me you him her it us them

Here are some verbs that take indirect objects.

give	tell	buy	ask	show
offer	teach	write	make	find
wish	assign	take	grant	sell

In each sentence underline the direct object, and circle the indirect object.

Example: Paul offered (Karen) some <u>suggestions</u> for a math project.

A direct object receives the action of the verb.

1. Mr. Hopkins gave the class permission to work in teams.
2. He assigned each team a different topic.
3. The team members asked Paul some questions about thermometers.
4. He showed them the difference between two kinds of thermometers.
5. Paul's team made the class a giant poster.
6. It showed them a Fahrenheit thermometer.
7. The team taught the other students one way of measuring temperature.
8. Mr. Hopkins gave the team a good grade on the project.

INDIRECT OBJECTS

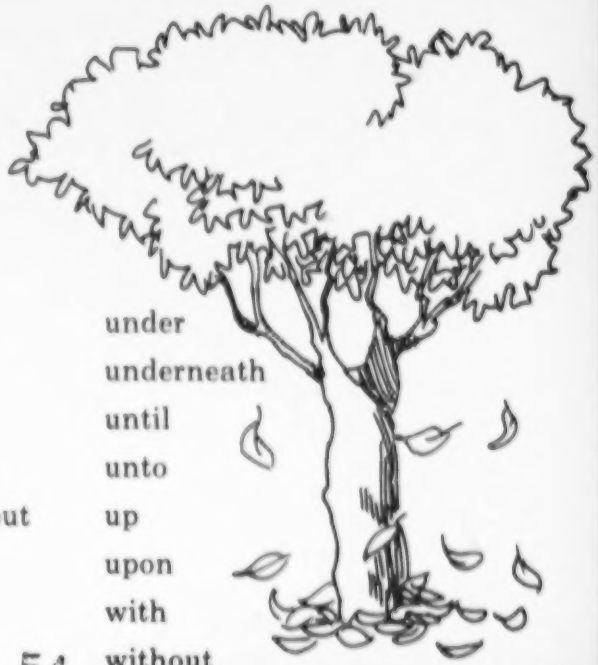
Write an indirect object to complete each sentence.
Example: Dad offered *my brother* a ride to the store.

1. Jesse found _____ a birthday present.
2. He bought _____ two matching pens.
3. He asked _____ the price of a new watch.
4. Mr. Jenkins told _____ the name of the new store up the street.
5. The clerk sold _____ a card and wrapping paper.
6. She handed _____ a bright red bag.
7. A man on the bus gave _____ a bright smile.
8. Jesse wished _____ happiness on her birthday.
9. She gave _____ a big hug.

PREPOSITIONS

A *preposition* is a word that relates a noun or pronoun to another word in the sentence.

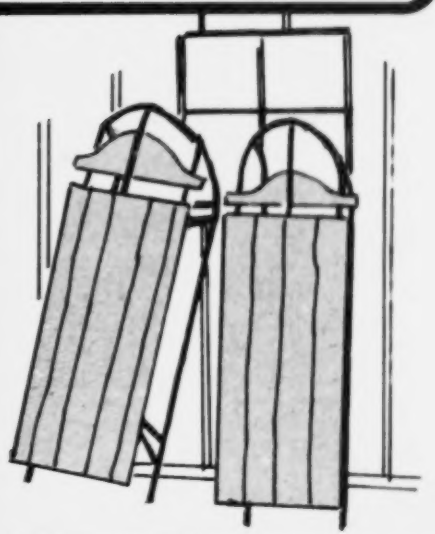
The leaves on the trees are turning orange.
In this sentence the preposition is *on*. It shows the relationship between *leaves* and *the trees*.



Here are some common prepositions.

aboard	around	but	into	over	under
about	as	by	like	past	underneath
above	at	despite	near	since	until
across	before	down	of	through	unto
after	behind	during	off	throughout	up
against	beside	except	on	till	upon
along	between	for	onto	to	with
among	beyond	in	out	toward	without

PREPOSITIONS



A preposition and the words that follow it are a *prepositional phrase.* The prepositional phrase begins with the preposition and ends with a noun or pronoun. The noun or pronoun in the prepositional phrase is called the *object of the preposition.*

prepositional phrase

object

The wood | in the stone fireplace | burned quickly.

Underline the prepositional phrase in each sentence. Then circle the preposition, and draw a box around the object of the preposition.

Example: The snow fell (during) the early afternoon.

1. School closed after lunch.

2. The family found their sleds in the attic.

Check Your Work

Did you remember which words are prepositions?

☐ **Yes** **Go on to page 53.**

☐ **No** **Go back to page 51 and check again.**

Add one or more prepositional phrases to each sentence. Write the sentence.

Example: The clock was broken.

The clock on the wooden shelf was broken by Andrew.

1. The clockmaker can repair it.

2. Then we will not be late.

3. The blender is broken, too.

4. Nicholas used it every night.

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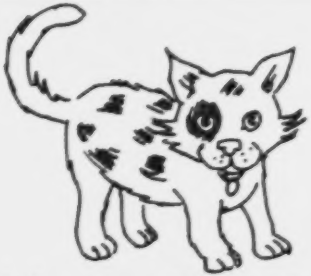
PREPOSITIONS

Prepositional phrases modify or describe nouns, pronouns, verbs, or other words. Always place a prepositional phrase near the word it modifies.



The man with the brown glasses lost his luggage.

In this sentence *with the brown glasses* modifies the noun *man*. Notice what happens to the sentence when the prepositional phrase is moved. Its meaning changes.

The man lost his luggage with the brown glasses.

Add the prepositional phrase to each sentence. Place the phrase near the word it modifies.

Example: Cynthia's tickets are on the table. (for the bus trip)

Cynthia's tickets for the bus trip are on the table.

1. My brother found a stray kitten. (with gray fur)

2. A tall man bought two pretzels. (with curly hair)

Each sentence has a prepositional phrase in the wrong place. Write the sentence with the prepositional phrase near the word it modifies.

Example: The chair belongs to Mr. Green by the door.

The chair by the door belongs to Mr. Green.

1. A man stood up quickly from the mayor's office.

2. His speech lasted five minutes about the new park.

3. A letter described the new ball field from the mayor.

4. Children will enjoy it from the whole town.

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PRONOUNS

A *pronoun* replaces a noun. Pronouns can be subjects, direct objects, or indirect objects, or objects of prepositions.

Subject Pronouns						Object Pronouns					
Singular:	I	you	he	she	it	Singular:	me	you	him	her	it
Plural:	we	you	they			Plural:	us	you	them		

The noun that a pronoun replaces is called its *antecedent.* A pronoun must agree with its antecedent. That means if the antecedent is singular, the pronoun must be singular. If the noun names a man or boy, use *he* or *him.* If the noun names a woman or girl, use *she* or *her.*

Vicki wishes *she* had more time for her hobby.

In this sentence *Vicki* is the antecedent. The pronoun *she* agrees with *Vicki* because it is singular and names a girl or woman.

Sometimes the antecedent is not in the same sentence as the pronoun. It may be in the sentence that came before.

Vicki likes airplanes. *She* wants to be a pilot.

Circle the pronoun in each sentence. Draw an arrow to its antecedent.

Example: Mrs. Ford said she could see the stage.

1. Fred and Becky are here. Where are they sitting?
2. Our class read this play when we were in fifth grade.
3. The play is very funny. It is about a runaway dog.
4. The dog thinks it is going to have an adventure.
5. The children are sad because they miss the dog.
6. The mother finds the dog. She knows just where to look.
7. Mother brings the dog home and gives it a bath.
8. Look at the red curtain. It is going up.
9. Those people are clapping. They must like the show.

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When you use subject pronouns with the verbs *be, have, would* and *will,* you can say or write the words as contractions.

she + will = she'll
I + would = I'd
they + have = they've
we + are = we're

Match each contraction with the words it stands for.

we'd •	• you have
you've •	• he would, he had
they'll •	• I am
I'm •	• it is, it has
he'd •	• we had, we would
it's •	• they will

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Object pronouns can be used as direct objects, indirect objects, or objects of prepositions.

Amy saw *me* near the fountain. (direct object)

Amy handed *me* her camera. (indirect object)

Amy took two pictures of *me*. (object of preposition)

Circle the correct pronoun or pronouns to complete each sentence.

1. Ed invited (us, we) to lunch at his house.
2. Mom gave (us, we) some oranges to take to (him, he).
3. Ed's aunt was visiting (he, him).
4. She had brought pictures with (her, she).

Check Your Work

Did you remember which pronouns to use as objects? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 60.**
- ☐ **No** **Go back to page 56 and check again.**

PRONOUNS

Use *I, you, he, she, it, we, they* as subjects.

When you say or write pronouns in pairs, be sure to use the subject pronouns when the pair of pronouns is the subject of the sentence. Use the object pronouns when the pair of pronouns is a direct object, indirect object, or object of a preposition.

She and *I* are the fastest runners on the team. (subject)

The spectators watched *her* and *me.* (direct object)

They give *her* and *me* a big hand. (indirect object)

The prizes went to *her* and *me.* (object of preposition)

Whenever you use the word *I* or *me* as part of a pronoun pair or with another person's name, remember to name yourself last.

Incorrect: I and Carl were thirsty after the race.
The coach gave me and him some water.

Correct: Carl and I were thirsty after the race.
The coach gave him and me some water.

Underline the correct pronoun or pair of pronouns to complete each sentence.

1. A letter came for (you and me, you and I).
2. Angie and (he, him) mailed it from Mexico.
3. Once they sent our friends and (we, us) a gift.
4. (Him and her, He and she) bought it in a leather shop.
5. They also bought Mexican pitchers for (they and we, them and us).
6. Please thank (she, her) and José for the letter.
7. (Me and you, You and I) are lucky to have such good friends.
8. Did you show Luis and (he, him) your letters?

Check Your Work

Did you remember how to use pronouns in pairs?

☐ **Yes** **Go on to page 62.**

☐ **No** **Go back to page 60 and check again.**

PRONOUNS

Possessive pronouns show ownership. Use these possessive pronouns with other nouns.

my your his her its our your their

Examples: Use *my* computer.

It is connected to *our* telephone.

Use these possessive pronouns alone.

mine yours his hers ours yours theirs

Examples: This desk is *yours.*

Where are those files of *theirs?*

Notice that *his* can be used alone or with a noun.

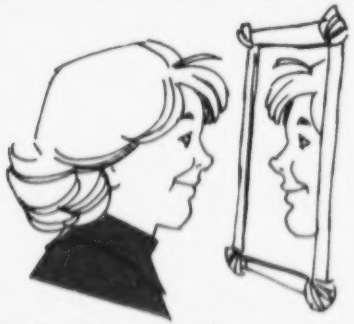
Examples: This is *his* new office.
The new office is *his.*

Write a possessive pronoun to replace the underlined words in each sentence.

Example: Julia's picture was in the newspaper. *Her*

1. The article with the photo was Ron and Susan's. _____
2. Julia's parents had an exchange student staying in her parents' home. _____
3. The student's name was Paul. _____
4. Julia became a good friend of Paul's. _____
5. She brought him to my family's and my house for a party. _____
6. The party was my sister's and mine. _____
7. Paul taught us to speak Paul's language. _____
8. The funniest mistakes of the visit were belonging to me. _____
9. I couldn't even say my name in that language of Paul's. _____

PRONOUNS



Reflexive pronouns refer back to another noun or pronoun in the sentence. The reflexive pronouns end in *self* or *selves.*

Brenda bought *herself* a tennis racket.

They are teaching *themselves* to play tennis.

The reflexive pronoun must agree with its antecedent, the noun or pronoun that it reflects back to. These are the reflexive pronouns.

Singular: myself, yourself, himself, herself, itself

Plural: ourselves, yourselves, themselves

Circle the reflexive pronoun in each sentence. Draw an arrow to its antecedent.

1. Peter talks to himself on the way to school.
2. Mrs. Scott laughed at herself for forgetting her shoes.
3. I saw myself in the mirror by the front door.
4. My brothers gave themselves two helpings of spaghetti.
5. You are certainly not starving yourselves.

Write a reflexive pronoun to complete each sentence.

1. Liz allows _____ half an hour to get dressed each morning.
2. Her brothers force _____ to go jogging before school.
3. Did you and Andrea see _____ on television last night?
4. The school won _____ a very nice trophy in the state track competition.
5. The runners should be proud of _____ .
6. Mr. Fox taught us to believe in _____ .

Check Your Work

Did you remember what reflexive pronouns are? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 66.**
- ☐ **No** **Go back to page 64 and check again.**

PRONOUNS

When you use reflexive pronouns, make sure that they refer back to a noun or pronoun in the sentence. Do not use reflexive pronouns as subjects or objects.

Incorrect: Cheryl and *myself* collected aluminum cans.

All the recycling was done by Cheryl and myself.

Correct: Cheryl and *I* collected aluminum cans.

All the recycling was done by Cheryl and *me*.

Each sentence below contains a reflexive pronoun used incorrectly. Cross out the incorrect pronoun, and write the correct pronoun in the space.

Example: Please give your old newspapers to ~~myself~~ every week. *me*

1. Are Mr. Alvarez and yourself tying the newspapers in bundles? _____
2. Myself will collect the green glass. _____
3. The other workers and myself took a break at ten o'clock. _____
4. Here is some orange juice for Jim and yourself. _____
5. Can I give yourself some help with that box? _____

Each sentence contains a pronoun error. Circle the error, and write the sentence correctly.

Example: Dana packed two sandwiches for (hers) lunch.

Dana packed two sandwiches for her lunch.

1. The twins made himself peanut butter crackers.

2. Me left my lunch on the bus yesterday.

3. Would you like to have lunch with Dana and I?

4. Is this her apple or your?

5. Them are the best cookies I ever tasted.

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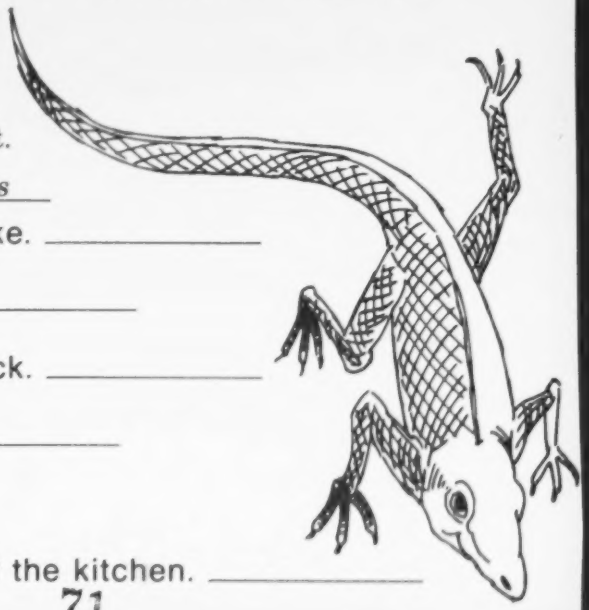
PRONOUNS

Pronouns must agree with their antecedents. If the antecedent is the name of a man or boy, use a masculine pronoun (he, him, his, himself). If the antecedent is the name of a woman or girl, use a feminine pronoun (she, her, hers, herself). Remember to use singular pronouns for singular antecedents and plural pronouns for plural antecedents.



Circle the incorrect pronoun in each sentence. In the space write a pronoun that agrees with the antecedent.

Example: James found (their) watch under the bed. *his*

1. Yesterday James bought themselves a pet snake. _____
2. Does a snake shed their skin every year? _____
3. A brown snake was sunning ourselves on a rock. _____
4. My sister screams when it sees a snake. _____
5. She has our own pet, though. _____
6. Her lizard lives in my own box in the corner of the kitchen. _____

Always check your sentences to be sure pronouns agree with their antecedents in number. If the antecedent is singular, the pronoun must be singular. If the antecedent is plural, the pronoun must be plural. Use *his, her,* or *his or her* for singular antecedents.

Incorrect: *Everyone* rode *their* bike to the picnic.

Correct: *Everyone* rode *his or her* bike to the picnic.

or

All the people rode *their* bikes to the picnic.

Remember: ***everyone, everybody, each, nobody, somebody, someone,* and *anybody* are singular.**

Read each sentence. If the pronoun agrees with its antecedent, write **C.** If the pronoun and antecedent do not agree, cross out the incorrect pronoun and write the correct pronoun in the space.

1. Somebody left their fishing pole on the dock. _____
2. Did anybody lose his baseball bat? _____
3. Someone put their bracelet on the picnic table. _____
4. All the baseball players have their gloves. _____

72

ADJECTIVES

An *adjective* modifies, or describes, a noun or a pronoun. Adjectives tell *what kind, which one, how much,* and *how many.*

Penguins have *short* wings. (what kind)
Those birds cannot fly. (which ones)
Many penguins live together in a colony. (how many)
They spend *some* time in the water. (how much)

The words *a, an,* and *the* are special adjectives called articles. *A* and *an* are *indefinite articles.* They describe any noun or pronoun. Use *a* before words that begin with consonants; use *an* before words that begin with vowels. *The* is a *definite article.* It describes a specific noun or pronoun.

The penguins keep warm in cold weather.

They have *an* oil in their feathers.

It gives them *a* layer of protection.

Adjectives usually come before the words they describe but may sometimes come after them.

Icy, frozen cliffs are their nesting places.

Cliffs, *icy* and *frozen,* are their nesting places.

Underline the adjective or adjectives in each sentence.
Draw an arrow from each adjective to the word it modifies.

Example: Every year an enormous colony of penguins gathers on Macquarie Island.

1. The island, rocky and bare, is a sanctuary for thousands of penguins.
2. The black and white birds make their nests in the crowded colonies.
3. The hidden nests are often made of pebbles.
4. The mischievous creatures occasionally steal some pebbles from each other.
5. The thief may wear a guilty look, but it is actually having great fun.
6. Penguins are wonderful swimmers.

Check Your Work

Did you remember what adjectives are? Did you remember what adjectives modify?

☐ Yes Go on to page 72.
☐ No Go back to page 70 and check again.

ADJECTIVES

You can use adjectives to compare. The degrees of comparison are the *positive, comparative,* and *superlative.*

This is how you form the degrees of comparison for most one-syllable adjectives.

Positive	**Comparative**	**Superlative**
short	shorter	shortest
big	bigger	biggest

Use the positive degree when you are telling about only one thing, the comparative degree to compare two things, and the superlative degree to compare three or more things.

The movie was *short.*

The cartoon was *shorter* than the movie.

That was the *shortest* commercial I ever saw.

For adjectives that have two syllables and end in *y*, change the *y* to *i* and add *er* or *est*.

funny funnier funniest

For adjectives of three or more syllables, place the word *more* in front of the adjective to form the comparative degree, and the word *most* for the superlative degree.

ridiculous more ridiculous most ridiculous

These words have special degrees of comparison.

good better best bad worse worst

Write the correct form of the adjective in parentheses.

1. Today was _____ (cold) than yesterday.
2. She told the _____ (silly) joke of them all.
3. It was the _____ (embarrassing) moment of my life.

ADJECTIVES

Next to each adjective write *positive*, *comparative*, or *superlative*.

1. finest _____
2. good _____
3. most ambitious _____
4. longer _____
5. rainiest _____
6. warmer _____
7. crazier _____
8. whitest _____
9. worst _____
10. more exciting _____
11. deep _____
12. scariest _____

Check Your Work

Did you remember what the positive, comparative, and superlative degrees of adjectives are?

- ☐ **Yes** Go on to page 75.
- ☐ **No** Go back to pages 72 and 73 and check again.

Complete the chart.

Positive	Comparative	Superlative
fine	_____	_____
heavy	_____	_____
delicious	_____	_____
good	_____	_____
creative	_____	_____

Check Your Work

Did you remember how to form degrees of comparison of adjectives?

- ☐ **Yes** **Go on to page 76.**
- ☐ **No** **Go back to pages 72 and 73 and check again.**

78

ADJECTIVES

Underline the correct adjective to complete each sentence.

1. Your assignment is (difficulter, more difficult) than mine.
2. That is the (most interestingest, most interesting) report of all.
3. You researched the (older, oldest) building in the city.
4. Only the (goodest, best) materials were used to build it.
5. Your report is two pages (longest, longer) than Dan's.
6. Dan's report was (more entertaining, most entertaining) than Liza's.

Check Your Work

Did you remember how to use the degrees of comparison of adjectives? Check your answers in the back of the book.

- ☐ **Yes** **Go on to page 77.**
- ☐ **No** **Go back to page 73 and check again.**

Use these adjectives in sentences of your own.

most difficult	oddest
louder	heavy
colder	musty

ADVERBS

An *adverb* modifies, or describes, a verb, an adjective, or another adverb. Adverbs tell *how, when, where, how often,* or *to what extent.*

Adverbs modify verbs:

Mindy looked in the mirror *happily.* (how)

Mindy *finally* looked in the mirror. (when)

Mindy looked *there.* (where)

Adverbs modify adjectives:

Her reflection was *quite* funny. (to what extent)

It was *strangely* distorted. (how)

Adverbs modify other adverbs:

The mirror curved *way* out. (where)

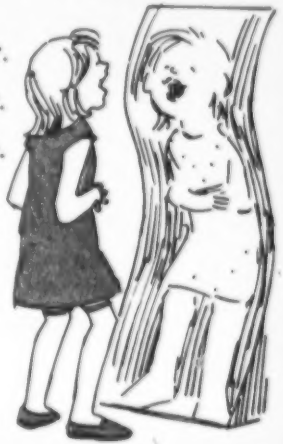
Mindy laughed *very* loudly. (how)

An adverb usually comes before the adjective or adverb it modifies. An adverb that modifies a verb may come before the verb, after the verb, or may be apart from the verb.

Once she went to the fair.

She once went to the fair.

She went to the fair once.



Underline the adverb in each sentence. Write whether it answers *how, when, where, how often,* or *to what extent.*

Example: People <u>always</u> need mirrors. *when*

1. We use them daily in our homes. _____
2. They accurately reflect the image before them. _____
3. Look there to see yourself. _____
4. Mirrors are very important in other ways. _____
5. Without a mirror a driver could never see behind the car. _____
6. Astronomers frequently use telescopes with mirrors. _____
7. Mirrors can sometimes have fun uses. _____
8. Curved mirrors in carnivals show a strangely warped image. _____

ADVERBS

Write one of these adverbs to complete each sentence.

once first chiefly very
artificially extremely now

1. Graphite is an _____ soft mineral.
2. It is _____ used to make paints and oils.
3. _____ pencils were filled with lead.
4. _____ they are made with graphite.
5. Graphite was _____ brought to America in 1827 from Ceylon.
6. Today factories can make graphite _____ .
7. It is a _____ popular material for making tennis rackets.

Be sure not to confuse adverbs and adjectives in your writing.

Adjectives modify nouns and pronouns.

We saw a *careful* waiter with a tray of glasses.

Adverbs modify verbs, adjectives, and adverbs. They often end in *ly*.

Walk *carefully* around that stool.

Remember that *good* is an adjective and *well* is an adverb.

We like *good* food. Chu cooks *well*.

Underline the correct word to complete each sentence.

1. Mrs. Lin pronounced my name (correct, correctly).
2. She treats all her students (good, well).
3. I (quick, quickly) raised my hand.
4. A (cheerful, cheerfully) student in the next row handed me a new pen.
5. It gleamed (brightly, bright) in the sunlight.

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ADVERBS

Not and *never* are negative adverbs. Some other negative words are *nobody, no, nothing, nowhere, none.* Use only one negative word in a sentence. Be especially careful when a sentence has a contraction of the word *not.*

Incorrect: *Nobody didn't* miss the swimming party.

Correct: *Nobody* missed the swimming party.

Each sentence contains two negative words. Rewrite each sentence correctly.

1. Can't Chester find no floats in the garage?

2. He hasn't never had this many guests before.

3. Didn't nobody bring any records?

4. We can't hear nothing on the radio.

You can use adverbs to compare. For most one-syllable adverbs and some two-syllable adverbs, add *er* or *est* to the positive form. For most other adverbs, place *more* or *most* in front of the positive form.

Positive	Comparative	Superlative
soon	sooner	soonest
early	earlier	earliest
rapidly	more rapidly	most rapidly

- Use the positive form when describing only one verb, adjective, or adverb.
- Use the comparative form to compare two things.
- Use the superlative form to compare three or more things.

Notice these special forms of comparison.

well	better	best
badly	worse	worst
little	less	least
much	more	most

ADVERBS

Write *positive*, *comparative*, or *superlative* next to each adverb.

1. fastest _____
2. nearer _____
3. best _____
4. more bitterly _____
5. patiently _____
6. more _____
7. more often _____
8. slow _____
9. earlier _____
10. louder _____
11. worst _____
12. more brightly _____

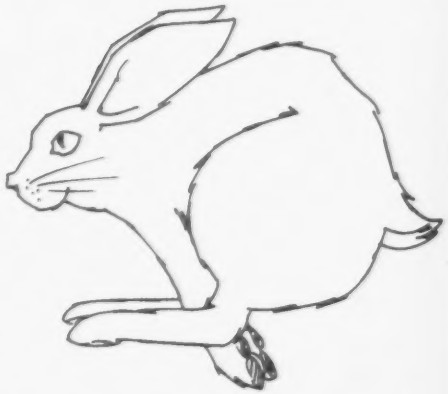
Check Your Work

Did you remember what the positive, comparative, and superlative degrees of adverbs are?

- ☐ **Yes** **Go on to page 85.**
- ☐ **No** **Go back to page 83 and check again.**

Complete the chart.

Positive	Comparative	Superlative
well	_____	_____
fast	_____	_____
much	_____	_____
sadly	_____	_____
badly	_____	_____
soon	_____	_____
early	_____	_____



Check Your Work

Did you remember how to form degrees of comparison of adverbs?

- ☐ Yes Go on to page 86.
- ☐ No Go back to page 83 and check again.

ADVERBS

Complete each sentence with the correct form of the adverb in parentheses.

Example: Barb is paid *more* than Ruth for her job at the restaurant. (much)

1. The boss likes her _____ than the other waitresses. (well)
2. Barb works the _____ of all the workers. (fast)
3. She has worked at the restaurant _____ than at any other job. (long)
4. Most days she arrives at work _____ than the cook. (early)
5. She can set the tables _____ than Jorge. (quickly)
6. The customers praise her _____ than any other employee. (often)

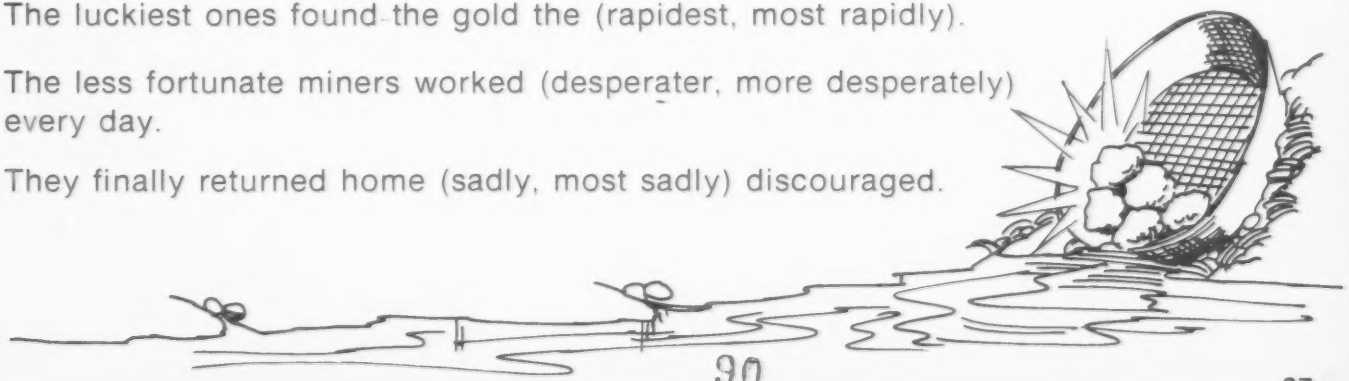
Check Your Work

Did you remember how to use the forms of comparison of adverbs?

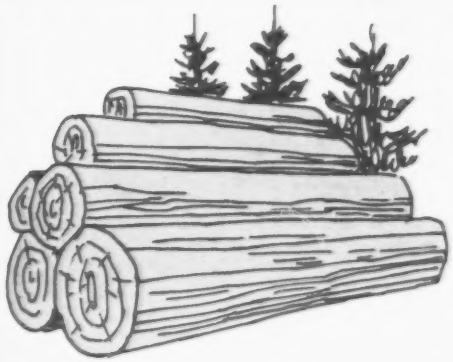
☐ **Yes** **Go on to page 87.**
☐ **No** **Go back to page 83 and check again.**

Underline the correct adverb to complete each sentence.

1. Towns in California grew (faster, more fast) during the Gold Rush than before it.
2. Each prospector wanted to stake out a claim (more soon, sooner) than the others.
3. Everyone wanted to make a fortune as (quickly, most quickly) as possible.
4. People valued the gold (much, more) than other metals.
5. The luckiest ones found the gold the (rapidest, most rapidly).
6. The less fortunate miners worked (desperater, more desperately) every day.
7. They finally returned home (sadly, most sadly) discouraged.



CONJUNCTIONS



A *conjunction* joins words or groups of words. It can join a noun with another noun, a verb with another verb, or a phrase with another phrase. The conjunctions *and*, *but*, and *or* join words that have the same function in a sentence.

Trees provide wood *and* paper.

American pioneers cut trees *but* did not replace them.

Forests must be managed, *or* they will disappear.

Use *and* to join similar ideas, *but* to join different ideas, and *or* to show a choice.

Circle the conjunction or conjunctions in each sentence.

1. Lumber companies and paper manufacturers hire forest managers.
2. Foresters preserve the healthy trees but remove dead or diseased trees.
3. Wild animals or insects may destroy trees.
4. Some beetles eat the leaves and damage the bark.

Find and cross out the incorrect conjunction in each sentence. Write the correct conjunction in the space.

Example: A forester's job includes surveying the forest, mapping, planting trees, ~~or~~ harvesting. *and*

1. Forest management will provide wood for homes, schools, but stores. _____
2. We must cut down some trees, or we can replace them with new ones. _____

Write a conjunction to complete each sentence.

3. Would you rather work as a forest ranger _____ a lumberjack?
4. You must be physically fit _____ love the outdoors.
5. Foresters spend much of their time in the woods, _____ many also work in offices.

And joins similar ideas. *But* joins different ideas. *Or* shows a choice.

CONJUNCTIONS

A compound sentence is two or more simple sentences joined together.

Add a conjunction and join each pair of sentences. Write a compound sentence.

Example: Most cartoons are funny. Some editorial cartoons give a serious opinion about a problem.

Most cartoons are funny, but some editorial cartoons give a serious opinion about a problem.

1. Cartoon artists must have good drawing ability. They need a sense of humor.

2. The characters in cartoons may be families. Many cartoons are about people and their pets.

All sentences begin with a capital letter and end with a punctuation mark.

Statements and commands end with a period.

Good dental care is important.

Floss your teeth every day.

Questions end with a question mark.

When was your last visit to the dentist?

Exclamations end with an exclamation mark.

How white your teeth are!

Some commands end with an exclamation mark.

Brush your teeth right now!

Write a capital letter at the beginning of each sentence.
Write the correct punctuation mark at the end of each sentence.

1. did you ever wear braces on your teeth
2. they help teeth grow in the right position
3. what a nice dentist she is
4. open your mouth a little wider

CAPITALIZATION AND PUNCTUATION

Begin abbreviations of proper nouns with a capital letter, and write periods at the end.

Mr.	Mrs.	Dr.	Ms.	Rev.
Sun.	Mon.	Tues.	Wed.	Thurs.
Jan.	Feb.	Mar.	Apr.	Aug.
St.	Ave.	La.	Dr.	Blvd.

Abbreviations of common nouns do not begin with capital letters. Some end with periods. Others do not.

quart	qt	pint	pt	foot	ft	inch	in.
ounce	oz	pound	lb	mile	mi	minute	min
millimeter	mm	centimeter	cm	kilogram	kg	centiliter	cl

Write the abbreviation for each word.

1. Captain _____
2. November _____
3. yard _____
4. milliliter _____
5. kilometer _____
6. milligram _____
7. gallon _____
8. Avenue ~~95~~ _____

Begin proper nouns and proper adjectives with a capital letter.

Cynthia Pepper	France	North Carolina
American	Greek	Japanese

Write the proper adjective that is formed from each proper noun.

Example: Mexico *Mexican*

1. England _____
2. China _____
3. Spain _____
4. Egypt _____

A proper noun names a particular person or place.

Write capital letters where they belong in each sentence.
Cross out the small letters.

Example: The restaurant near ~~c~~rystal ~~b~~each is famous for its ~~i~~talian food.

1. My favorite foods come from korea, japan, and china.
2. Last year we went to puerto rico and learned to speak spanish.

A proper adjective is formed from a proper noun.

CAPITALIZATION AND PUNCTUATION

Write capital letters for the first word and all important words in the titles of books, movies, poems, and magazine articles. Underline names of books, magazines, newspapers, plays, movies, and television shows. Write quotation marks around names of stories, poems, magazine articles, book chapters, and songs.

Jason bought the book Tuck Everlasting.

I read "How to Win Races" in the magazine Runner's World.

An American Tail is my favorite movie.

Write each title correctly.

Example: guys and dolls (play) *Guys and Dolls*

1. national geographic (magazine) _____
2. time in a bottle (song) _____
3. the grapes of wrath (book) _____
4. charles in charge (television show) _____
5. the glove and the lions (poem) _____

Write capital letters where they belong in each sentence.

T T A S

Example: the book teacher is a tribute to anne sullivan

M

macy.

1. anne sullivan became famous as the teacher of helen keller.
2. she went to alabama after her graduation from the perkins institution for the blind.
3. anne sullivan and helen keller traveled to boston, washington, and new york.
4. in washington they met the inventor alexander graham bell.
5. i learned about helen and anne's story in the movie the miracle worker.

Check Your Work

Did you remember which words should be capitalized?

☐ **Yes** **Go on to page 96.**

☐ **No** **Go back to pages 91-94 and check again.**

CAPITALIZATION AND PUNCTUATION

Write a comma between the names of the city and state in an address.

Mobile, Alabama or Mobile, AL

Write a comma between the day and year in a date.

March 14, 1989 September 21, 1994

Write a comma after the greeting of a friendly letter.

Dear Mary Lou, Dear Aunt Sally,

Circle the item in each row that is written correctly.

1. October 14 1988	October 14, 1988,	October 14, 1988
2. Dear, Debbie	Dear Debbie,	Dear Debbie
3. Houston, T,X	Houston TX	Houston, TX
4. Richmond, VA	Richmond VA,	Richmond VA
5. May, 19 1991	May 19 1991	May 19, 1991
6. Dear Mom and Dad,	Dear Mom, and Dad	Dear, Mom and Dad

Use a comma before the conjunction in a compound sentence. If the compound sentence does not have a conjunction, separate the two simple sentences with a semicolon (;).

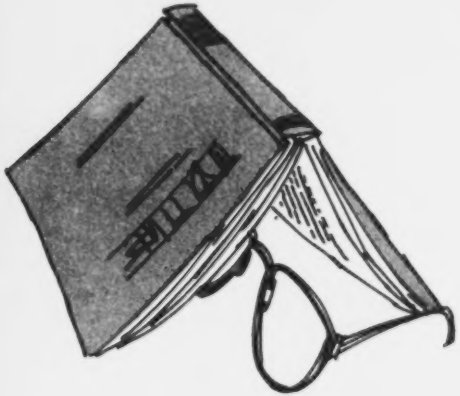
Young wheat plants are bright green, but they turn gold as they ripen.

Young wheat plants are bright green; they turn gold as they ripen.

Each compound sentence contains an error. Write the sentences, adding commas or semicolons where needed.

1. Most of the world's wheat is milled for flour it is then used in baking.

2. Whole wheat flour is made of the entire kernel of wheat but white flour uses only the inner parts.



Write a comma to set off the name of a person being spoken to or addressed.

Tara, the doorbell is ringing.

This card is for you, Beth.

No, Steven, I have not seen your glasses.

Write a comma to separate two or more words in a series.

Pat took David, Colleen, and John to the theater.

They drove past farms, fields, and small towns.

Write a comma after words that introduce a sentence and before and after words that interrupt a sentence.

You know, we still need four more helpers.

We will, *of course,* call our cousins.

Interrupters are words or phrases that give extra emphasis to the sentence but do not change its meaning. They may appear at the beginning, in the middle, or at the end of a sentence. These are some common interrupters.

of course	in fact	naturally	in addition	in my opinion	therefore	I suppose
after all	by the way	for example	besides	I think	furthermore	I hope

Write commas where they belong in these sentences.

1. Anthony do you have time to paint the fence?
2. Well I was on my way to the library.
3. Stephanie will help you Mom.
4. Oh Stephanie I'm so glad!
5. Here are the paint cans brushes and sandpaper.
6. In addition you will need some rags and turpentine.
7. You should clean dry and put away the paintbrushes.
8. The fence will I think look brand new with a fresh coat of paint.
9. Yes it certainly will be an improvement.

Check Your Work

Did you remember when to use commas?

- ☐ **Yes** **Go on to page 100.**
- ☐ **No** **Go back to page 98 and check again.**

Write an apostrophe to replace the word *not* in verb contractions.

did not = didn't should not = shouldn't

Write an apostrophe in place of parts of verbs in pronoun contractions.

we will = we'll they would = they'd

Write an apostrophe and the letter *s* to form singular possessive nouns.

the baby's shoe Betty's job

Write an apostrophe after plural nouns to form plural possessive nouns.

two scientists' experiments the actors' faces

Write apostrophes where they belong in these sentences.

Example: Ned is taking care of Jill's parakeet.

1. Hell feed it and give it water every day.
2. Its very friendly, but it doesn't talk much.
3. Didnt Jill teach it any words?
4. The parakeets name is Rudy.
5. Dont most parakeets learn to talk?
6. Theyre usually taught when theyre very young.
7. Parakeets feathers are bright and colorful.
8. Theyve got long tails and sharp beaks.

Check Your Work

Did you remember how to use apostrophes?

- ☐ **Yes** **Go on to page 102.**
- ☐ **No** **Go back to page 100 and check again.**

A quotation is the exact words a person says. Write quotation marks (" ") around a quotation. A comma sets off the quotation from the rest of the sentence.

Rick said, "The phone is ringing."

"I'll answer it," said his secretary.

Notice that in the second sentence the secretary's words are followed by a comma instead of a period. Periods, exclamation points, and question marks go inside the quotation marks.

Mr. Chin exclaimed, "How kind you are to us!"

"How kind you are to us!" Mr. Chin exclaimed.

Fred asked, "May I speak to Rick?"

"May I speak to Rick?" Fred asked.

You can break up a long quotation.

"We are having a meeting," Mr. Chin said, "to choose a new computer system for the company."

Write commas, quotation marks, and end punctuation in these quotations.

Example: Tim asked, "How much rain falls in your state?"

1. It varies replied Kelly depending on the season
2. We have heavy rain in the spring she said
3. Has there ever been a flood asked Tim
4. Kelly replied One year the river overflowed its banks.
5. Chad said My home is in the desert
6. It rarely rains there he continued
7. The ground is so dry he exclaimed

Check Your Work

Did you remember how to write quotations?

- ☐ **Yes** Go on to page 104.
- ☐ **No** Go back to page 102 and check again.

Write a colon between the hour and the minutes when you write the time in figures.

4:30 P.M. 9:45 A.M. 6:00 P.M.

Write a colon before a list of items.

Bring the following equipment: tent, sleeping bag, canteen, mess kit.

Do not write a colon after a verb.

Incorrect: The leaders of the scout troop were: Craig, George, Barry, and Steve.

Correct: The leaders of the scout troop were the following: Craig, George, Barry, and Steve.

Write a colon after the greeting of a business letter.

Dear Dr. Stewart: Dear Mr. Potter:

Choose the item in each set that is written correctly.

1. 2.45 P.M. 2;45 P.M. 2:45 P.M.

2. I need the following: pencils, rulers, and paper.

   I need: pencils, rulers, and paper.

3. Dear Sir or Madam, Dear Sir or Madam: Dear Sir or Madam;

4. 6:15 P.M. 6"15 P.M. 6;15 P.M.

5. Buy the following groceries ketchup, apples, cheese.

   Buy the following groceries: ketchup, apples, cheese.

6. 7 10 A.M. 7:10 A.M. 7;10 A.M.

7. Dear Senator Jones, Dear Senator Jones: Dear Senator Jones;

8. Enclosed please find the following: hammers, nails, screws, and wrenches.

   Enclosed please find: hammers, nails, screws, and wrenches.

CAPITALIZATION AND PUNCTUATION

Read this letter from Mario. Cross out any grammatical errors, and write the correct words or phrases. One is done for you.

Dear Paul,

I ~~were~~ was so gladly to hear from you! We moved into ours new house last week. This house is more roomier than our old one. We haven't never had such a big backyard.

Mom's jobs at the radio station keeps her busy. Her and her assistant write commercials they also sell radio time to different companies. They work good together. I heard some of their commercials, but they were greatly.

Maybe during the summer yourself and your brother can visit my family and I. We would have the most good time. Wrote to me again soonest.

Your friend,

Mario

Write a note or letter of your own to Mario telling about your home or about a special project you once did. Check your work for correct grammar, capitalization, and punctuation.

Answers

Page 5

1. Think of the many uses of glass. C
2. Can you name twenty items made of glass? Q
3. Special treatments make glass unusually strong. S
4. Tempered glass is so hard to break! E
5. How is it made? Q
6. It is heated and then chilled very suddenly. S

Page 6

1. F 2. F 3. S 4. S 5. F 6. S

Page 9

1. S 2. C 3. S 4. C 5. C 6. C

Page 10

1. The winter nap is called hibernating, and it helps the animals survive the cold weather. *or*
   The winter nap is called hibernating; it helps the animals survive the cold weather.
2. The animals grow fat during the summer; the fat keeps them warm in the winter. *or*
   The animals grow fat during the summer, and the fat keeps them warm in the winter.

Page 12

1. Sherlock Holmes was a famous detective in fiction, and he was a master at disguises. *or*
   Sherlock Holmes was a famous detective in fiction; he was a master at disguises.
2. Dr. Watson was his assistant; together they solved more than sixty crimes. *or*
   Dr. Watson was his assistant, and together they solved more than sixty crimes.
3. Sir Arthur Conan Doyle was the author of the stories about Holmes; the character of Dr. Watson is based on Doyle himself. *or*
   Sir Arthur Conan Doyle was the author of the stories about Holmes, and the character of Dr. Watson is based on Doyle himself.

Page 13

1. Kurt loves mystery novels by Agatha Christie. His favorite is Death on the Nile.
2. The Belgian detective Hercule Poirot appears in many of Christie's novels. Another of her main detectives is Miss Marple.
3. In her career Agatha Christie wrote 66 detective novels. Her books have been translated into many other languages.

Page 15

1. Admirers of Thomas Jefferson know about his many talents.
2. He was a skilled architect, inventor, and writer.
3. His home in Virginia was named Monticello.
4. Jefferson designed the red brick mansion himself.
5. The famous landmark still stands today.
6. You can see a picture of it on the back of a nickel.
7. Other inventions by Jefferson are contained in the house.
8. This impressive collection of inventions includes a revolving desk, a dumb-waiter, and a calendar clock.
9. Thomas Jefferson was a friend of John Adams.

Page 16

1. meteors 2. meteors 3. Scientists
4. you 5. Fragments 6. you

Page 17

1. The joystick or the keyboard
2. Adventure games and word games
3. The sounds and the pictures
4. Michael, Warren, and Andy
5. You and I

Page 18

1. Computer games and video games are fun.
2. Families and friends play them together.
3. The computer and the television are in the den.
4. My brother and Marty played for one hour.

Page 20

1. Stamp collecting is a popular hobby.
2. Rare stamps have great value.
3. Some stamps contain printing errors.

4. The errors increase the value of the stamps.
5. Collectors examine each stamp very carefully.
6. They compare them with pictures of stamps in a catalog.
7. Countries issue special stamps in honor of people or events.
8. Collectors keep those stamps for their future value.

Page 23

1. A computer organizes information and performs complicated tasks.
2. Some people panic and fear their computers.
3. Adam took a course in programming and learned the computer languages.

Page 26

1. families	8. monkeys
2. sons-in-law	9. leaves
3. foxes	10. sidewalks
4. halves	11. chairwomen
5. roofs	12. children
6. grouches	13. wives
7. gorillas	

Page 27

1. Grandview Avenue 2. Mrs. Kennedy
3. Los Angeles 4. Veronica

Page 28

1. waitress's	5. Mr. Jones's	9. members'
2. men's	6. hospitals'	10. singer's
3. Dennis's	7. Ms. Fisch's	
4. mice's	8. Thomas's	

Page 29

Possible answers: 1. class 2. flock
3. group 4. school 5. staff
6. family 7. team

Page 31

1. can save 2. should learn
3. have studied

Page 35

1. ran 2. saw 3. found 4. stood
5. got 6. gave 7. bought 8. thought
9. brought 10. cut 11. had 12. ate

Page 36

1. hadn't	6. isn't
2. doesn't	7. weren't
3. won't	8. shouldn't
4. aren't	9. hasn't
5. cannot or can't	10. mustn't

Page 38

1. attract	4. visit	7. impress
2. is	5. fly	8. grow
3. shines	6. relies	9. sway

Page 40

1. carries	4. is	7. swish
2. swells	5. make	
3. identify	6. dig	

Page 42

1. have	4. practices	7. look
2. lead	5. are	
3. march	6. taste	

Page 43

1. represents	5. enjoy
2. come	6. sells
3. identify	7. keeps
4. tells	8. shows

Page 45

1. Sam started a new hobby.
2. He collects rocks of all kinds.
3. The collection contains fifty different rocks.
4. He finds them in quarries and near cliffs.
5. Collectors examine the rocks closely.
6. They usually carry a magnifying glass.
7. Sam cleans the dirt from the rocks.

Page 47

1. jacket 2. sneakers 3. bags 4. jacket

Page 49

1. Mr. Hopkins gave the class permission to work in teams.
2. He assigned each team a different topic.
3. The team members asked Paul some questions about thermometers.
4. He showed them the difference between two kinds of thermometers.
5. Paul's team made the class a giant poster.
6. It showed them a Fahrenheit thermometer.
7. The team taught the other students one way of measuring temperature.
8. Mr. Hopkins gave the team a good grade on the project.

Page 52

1. School closed after lunch.
2. The family found their sleds in the attic.

Page 54

1. My brother found a stray kitten with gray fur.
2. A tall man with curly hair bought two pretzels.

Page 55

1. A man from the mayor's office stood up quickly.
2. His speech about the new park lasted five minutes.
3. A letter from the mayor described the new ball field.
4. Children from the whole town will enjoy it.

Page 57

1. Fred and Becky are here. Where are they sitting?
2. Our class read this play when we were in fifth grade.
3. The play is very funny. It is about a runaway dog.
4. The dog thinks it is going to have an adventure.
5. The children are sad because they miss the dog.
6. The mother finds the dog. She knows just where to look.
7. Mother brings the dog home and gives it a bath.
8. Look at the red curtain. It is going up.
9. Those people are clapping. They must like the show.

Page 58

we'd	you have
you've	he would, he had
they'll	I am
I'm	it is, it has
he'd	we had, we would
it's	they will

Page 59

1. us 2. us, him 3. him
4. her

Page 61

1. you and me
2. he
3. us
4. He and she
5. them and us
6. her
7. You and I
8. him

Page 63

1. theirs
2. their
3. His
4. his
5. our
6. ours
7. his
8. mine
9. his

Page 64

1. Peter talks to himself on the way to school.
2. Mrs. Scott laughed at herself for forgetting her shoes.
3. I saw myself in the mirror by the front door.
4. My brothers gave themselves two helpings of spaghetti.
5. You are certainly not starving yourselves.

Page 65

1. herself
2. themselves
3. yourselves
4. itself
5. themselves
6. ourselves

Page 66

1. themselves himself
2. their its
3. ourselves itself
4. it she
5. our her
6. my its

Page 67

1. The twins made themselves peanut butter crackers.
2. I left my lunch on the bus yesterday.
3. Would you like to have lunch with Dana and me?
4. Is this her apple or yours?
5. They are the best cookies I ever tasted.

Page 68

1. ~~yourself~~ you
2. ~~Myself~~ I
3. ~~myself~~ I
4. ~~yourself~~ you
5. ~~yourself~~ you

Page 69

1. ~~their~~, his or her 2. C 3. ~~their~~, her
4. C

Page 71

1. The island, rocky and bare, is a sanctuary for thousands of penguins.
2. The black and white birds make their nests in the crowded colonies.
3. The hidden nests are often made of pebbles.
4. The mischievous creatures occasionally steal some pebbles from each other.
5. The thief may wear a guilty look, but it is actually having great fun.
6. Penguins are wonderful swimmers.

Page 73

1. colder 2. silliest 3. most embarrasssing

Page 74

1. superlative
2. positive
3. superlative
4. comparative
5. superlative
6. comparative
7. comparative
8. superlative
9. superlative
10. comparative
11. positive
12. superlative

Page 75

Positive	Comparative	Superlative
fine	finer	finest
heavy	heavier	heaviest
delicious	more delicious	most delicious
good	better	best
creative	more creative	most creative

Page 76

1. more difficult
2. most interesting
3. oldest
4. best
5. longer
6. more entertaining

Page 79

1. daily, when
2. accurately, how
3. there, where
4. very, to what extent
5. never, when
6. frequently, how often
7. sometimes, when
8. strangely, how

Page 80

1. extremely
2. chiefly
3. Once
4. Now
5. first
6. artificially
7. very

Page 81

1. correctly
2. well
3. quickly
4. cheerful
5. brightly

Page 82

1. Can't Chester find any floats in the garage?
2. He hasn't ever had this many guests before. *or* He has never had this many guests before.
3. Didn't anybody bring any records?
4. We can't hear anything on the radio. *or* We can hear nothing on the radio.

Page 84

1. superlative
2. comparative
3. superlative
4. comparative
5. positive
6. comparative
7. comparative
8. positive
9. comparative
10. comparative
11. superlative
12. comparative

Page 85

Positive	Comparative	Superlative
well	better	best
fast	faster	fastest
much	more	most
sadly	more sadly	most sadly
badly	worse	worst
soon	sooner	soonest
early	earlier	earliest

Page 86

1. better
2. fastest
3. longer
4. earlier
5. more quickly
6. more often

Page 87

1. faster
2. sooner
3. quickly
4. more
5. most rapidly
6. more desperately
7. sadly

Page 88

1. and 2. but, or 3. or 4. and

Page 89

1. ~~but~~ and
2. ~~or~~ but
3. or
4. and
5. but

Page 90

1. Cartoon artists must have good drawing ability, and they need a sense of humor.
2. The characters in cartoons may be families, but (or and) many cartoons are about people and their pets.

Page 91

1. Did you ever wear braces on your teeth?
2. They help teeth grow in the right position.
3. What a nice dentist she is!
4. Open your mouth a little wider.

Page 92

1. Capt.	5. km
2. Nov.	6. mg
3. yd	7. gal
4. ml	8. Ave.

Page 93

1. English 3. Spanish
2. Chinese 4. Egyptian
1. Korea, Japan, and China.
2. Puerto Rico, Spanish

Page 94

1. National Geographic
2. "Time in a Bottle"
3. The Grapes of Wrath
4. Charles in Charge
5. "The Glove and the Lions"

Page 95

1. Anne Sullivan, Helen Keller
2. She, Alabama, Perkins Institution Blind
3. Anne Sullivan, Helen Keller, Boston, Washington, New York
4. In Washington, Alexander Graham Bell
5. I, Helen, Anne's, The Miracle Worker

Page 96

1. October 14, 1988
2. Dear Debbie,
3. Houston, TX
4. Richmond, VA
5. May 19, 1991
6. Dear Mom and Dad,

Page 97

1. Most of the world's wheat is milled for flour; it is then used in baking.
2. Whole wheat flour is made of the entire kernel of wheat, but white flour uses only the inner parts.

Page 99

1. Anthony, do you have time to paint the fence?
2. Well, I was on my way to the library.
3. Stephanie will help you, Mom.
4. Oh, Stephanie, I'm so glad!
5. Here are the paint cans, brushes, and sandpaper.
6. In addition, you will need some rags and turpentine.
7. You should clean, dry, and put away the paintbrushes.
8. The fence will, I think, look brand new with a fresh coat of paint.
9. Yes, it certainly will be an improvement.

Page 101

1. He'll	5. Don't
2. It's	6. They're, they're
3. Didn't	7. Parakeets'
4. parakeet's	8. They've

Page 103

1. "It varies," replied Kelly, "depending on the season."
2. "We have heavy rain in the spring," she said.
3. "Has there ever been a flood?" asked Tim.
4. Kelly replied, "One year the river overflowed its banks."
5. Chad said, "My home is in the desert."
6. "It rarely rains there," he continued.
7. "The ground is so dry!" he exclaimed.

Page 105

1. 2:45 P.M.
2. I need the following: pencils, rulers, and paper.
3. Dear Sir or Madam:
4. 6:15 P.M.
5. Buy the following groceries: ketchup, apples, cheese.
6. 7:10 A.M.
7. Dear Senator Jones:
8. Enclosed please find the following: hammers, nails, screws, and wrenches.

Page 108

The circled words show where corrections should be made.

Dear Paul,

I was so glad to hear from you! We moved into our new house last week. This house is roomier than our old one. We haven't ever had such a big backyard.

Mom's jobs at the radio station keep her busy. She and her assistant write commercials. They also sell radio time to different companies. They work well together. I heard some of their commercials, and they were great.

Maybe during the summer you and your brother can visit my family and me. We would have the best time. Write to me again soon.

Your friend,
Mario

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